



VISUAL COMMUNICATION & DOODLING

Studies show that sketching and doodling improve our comprehension -- and our creative thinking.

Task 1: Continuous Line Drawings

A) Using pencil on A4 paper you are to produce a continuous line drawing of your hand. Watch the instructional video on a continuous line drawing of a hand. Remember key points from the video – make notes on a piece of scrap paper (keep this in a safe place and make all future notes on the same piece of paper – you will be copying into your workbook at a later stage).

Start in one place and do not lift your pencil from the paper. Do not go over lines. If you change your mind, simply draw a new line next to a line you consider to be incorrect. Draw by s-l-o-w-i-n-g down. Really slow down and observe.

Neatly write the date and length of time next to your drawing. Consider any mistakes you may have made in your first drawing and produce another drawing of your hand on the **same** piece of paper. Use either a black, blue or red pen. Time taken on the second drawing must be longer than the first. Record the time next to the drawing. Make a third drawing of your hand over the previous two drawings, using a different colored pen. Ensure that the time spent is longer than the second drawing and record the time. Consider your responses to continuous line drawings – make brief notes on scrap paper.

See student examples labeled Task 1A

B) Select an object that has a lot of detail, perhaps a bottle with text, pencil case? Complete a continuous line drawing in black marker, focusing on correct shape and proportion and capturing a lot of detail. Fill the page and record the time and date.

See student examples labeled Task 1B

TASK 2: Line Drawings

A) Use watercolor on a piece of A4 paper to prepare a background for future work.

See example CD cover and student sample below labeled Task 2A

B) Produce a line drawing in pencil of an object in the classroom that will enable you to focus on line for example a large brush. Add text (descriptive) about the drawing. Consider layout and arrangement of elements. Try experimenting using decorative font and do not use your standard handwriting.

See student examples labeled Task 2B.

C) Produce a second line drawing (own choice of object) in black marker pen. You may work on top of recycled or colored paper if you wish. To be completed for homework if required. Add a mini reflection to the artwork e.g. what you were trying to do or what you did well.

See student examples labeled Task 2B

Task 3: Line and Organic Doodles

A) Consider different types of lines; look at sheet of different types of lines. Try to describe the lines and come up with names or terms to help identify or describe them – record on scrap paper. On an A4 sheet you are draw samples of different types of lines in black marker pen. Once complete you

are to neatly rule up squares, cutting out at least 10 samples of different lines and paste neatly onto a new page, labeling each type.

See example labeled Task 3A

B) Watch a brief video on doodling by Sunni Brown “Doodlers Unite”. Record response to the video.

C) Create at least ONE page of scribble doodles using black marker. Begin by drawing a continuous line in any direction but end back at the beginning so the line encloses a shape. The doodles are to be organic and spaces filled with examples of different patterns, some include: patches, concentric, undulating, dots, pinwheel, cactus, shaded edge, stretched checkerboard etc. Slow down and use the example as inspiration only, do not copy. Label the patterns you draw. You may use markers to add color.

See examples labeled Task 3C

Task 4: Geometric Transformations

A) Organic shapes are soft, natural, curved. Consider what Geometric shapes might be? By adding simple lines and shading it is possible to make basic lines into 3D shapes. Follow the steps on the handout to produce a maze-like doodle in 3D. Your doodle should not be identical to the sample, use this as a guide only. When practicing how to make lines into 3D shapes it is important you keep the shadows on one side only – try to imagine where the light source might be coming from – pretend there is a light bulb on one side of your paper. The shadows will fall on the opposite side.

See examples labeled Task 4A

Task 5: Type

A) Fonts are essential for communication – and its not just what words the letters make up, fonts also communicate through their appearance.

A *flowing script* communicates something different more rigid fonts in **ALL CAPS**.

Think about the different types of fonts you have seen or used and what they communicate. Make notes on what each of the font styles above communicate.

There are 2 main categories of fonts: **SERIF** **SANS SERIF**

Identify the difference between these two font types. Consider reasons behind this and what the main purpose for using each font may be. Make notes.

B) Practice writing your name multiple times in a range of hand written fonts, using a mix of upper and lower case, serif and sans serif, tall and short, decorative and plain. Flip it, rotate it, re-size it etc. Use sample alphabet of different hand drawn letters as a guide if you become stuck.

See example labeled Task 5B

C) Experiment with different hand drawn fonts. Fill a page by writing a quote, sentences or thought and organize into a design. Remember to apply the skills you have previously learnt such as different types of lines, patterns, making letters 3D, serif vs sans serif fonts etc.

See examples labeled Task 5C

TASK 6: Monster Doodle

A) You are to combine previous techniques together to create doodle inspired artwork. Start off with this activity before moving on to the one below.

View video - <http://vimeo.com/34698421>

B) Look at the work of Artist model Chris Piascik and the examples based on his work. You are make notes on his work, selecting one image to focus on and complete an analysis of.

C) Produce a drawing (minimum of A4) using back ink pen and markers. Start by making a curvy continuous line with several large loops. You can add lines later if you wish. Rotate your paper around looking for images to fill in, such as heads, faces, eyeballs etc. You may add colour if you wish. You can access the work of Chris Piascik at <http://www.chrispiascik.com>. Look at examples created electronically – scan and edit in Photoshop to apply colors in the same manner.

See examples labeled Task 6C

View Artist Model example video - <http://vimeo.com/34698421>

View student example video - <http://youtu.be/VjtU586M68s>

TASK 7: Connected Rectangles

A) Produce a geometric doodle made up of connected rectangles. Start by drawing various sized rectangles and triangles on a piece of A4 paper (these do not have to be perfect). Colour them in (feel free to use different colours/shades if you wish) or decorate them with line techniques. Connect some (or all) of the corners with a line. Add colour (using wet media for the shapes and marker for text or patterns if preferred), pattern and text. Try to think of a theme or design for your work.

See examples labeled Task 7A

TASK 8: Doodles and Shapes

A) You are to combine previously learnt techniques and create a work using shapes, line and colour. Use wet media and markers to create a work that is a combination of organic and geometric shapes, wet and dry media, and uses some line, pattern and text. The work should also show influence of learning from others – watch the video and produce a work based on this sample.

View Artist Model example video - http://youtu.be/FHUKchIJD_Q

TASK 9: Doodles and Pictures

A) Look at the work of Artist model Nina Chakrabarti and the examples based on her work. You are make notes on her work, selecting one key image to focus on and complete an analysis of the selected work.

B) Look through Magazines for full page advertisements of people. Using the examples as a guide and the work of Nina Chakrabarti, you are to use previously learnt techniques and materials to create a contemporary doodle illustration. You must include a range of lines, shapes and colours. You may choose to include characters.

See Artist model examples labeled Task 9B

See student examples labeled Task 9B

TASK 10: You are to choose any tasks from 3-8 to combine to create a new original piece of (A4 sized) work. This should be a finished work of high enough quality for display but will also function as a draft for Task 11. Analyse this work and consider its strengths and weaknesses. Record these and make notes of what you will improve in next piece of work.

TASK 11: You are to create a piece of work as a cover page for your workbook. It must cover the entire cover of your workbook and include text (minimum requirement: your name). Produce at least 2 small scale trials to experiment and plan your ideas. You are to look at all previous work and consider areas of strength before completing your final.

TASK 12: Write a reflection of final work and present your body of work to class for critique.

Assessment Criteria

AO1 - GATHERING, RECORDING, RESEARCH AND INVESTIGATION OF SOURCES (a) Investigate and research a variety of appropriate sources (b) Record and analyse information from direct observation and/or other sources and personal experience	20
AO2 - EXPLORATION AND DEVELOPMENT OF IDEAS (a) Explore a range of visual and/or other ideas by manipulating images (b) Show a development of ideas through appropriate processes	20
AO3 - ORGANISATION AND RELATIONSHIPS OF VISUAL ELEMENTS (a) Organise and use the visual and/or other forms effectively to express ideas (b) Make informed aesthetic judgements by recognising the effect of relationships between visual and/or other forms	20
AO4 – SELECTION AND CONTROL OF MATERIALS, MEDIA AND PROCESSES (a) Show exploration and experimentation with appropriate materials (b) Select and control appropriate media and processes, demonstrating practical, technical and expressive skills and intentions	20
AO5 – PERSONAL VISION AND COMMITMENT (a) Show personal vision and commitment through an interpretative and creative response (b) Present an informed response through personal evaluation, reflection and critical thinking	20
TOTAL	100